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CWU Faculty Senate Minutes - 03/11/1992

Sue Tirotta

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CENTRAL WASHINGTON UNIVERSITY**FACULTY SENATE MEETING - March 11, 1992**

Presiding Officer: Charles McGehee
Recording Secretary: Sue Tirotta

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except Bowman, Duncan, Kimball, McPherson, Medlar, Nethery, Pickett, Ponzetti, Slomian, Smith, Wirth and Yu.
Visitors: Bonnie Nelson, Ken Gamon, Jean Rodgers, Skip Smith, Gerald Stacy, Barbara Radke, Anne Denman.

CHANGES TO AGENDA

Agenda items will be re-ordered to accommodate those who have to leave the meeting early.

APPROVAL OF MINUTES

Chair McGehee explained that the minutes of the February 26, 1992 Senate meeting have not yet been distributed.

COMMUNICATIONS

-1/27/92 letter from Provost Don Schliesman regarding Faculty Code terms "appointment" and "assignment." Referred to Code Committee.
-2/23/92 memo from Nancy Jurenka, Education, regarding faculty committee for cultural events, arts and entertainment. Referred to Executive Committee.
-2/24/92 memo from Jim Haskett, Information Resources, regarding faculty appointment to committee to create policy on electronic messaging. Referred to Executive Committee.
-2/26/92 letter from Stamford Smith, Chair of the Graduate Council, regarding role of Faculty Senate in regulation and policy changes. Referred to Executive Committee.

REPORTS

1.

CHAIR

-Chair McGehee entertained nominations from the floor for the 1992-93 Senate Executive Committee; none were forthcoming. The Chair asked if there were any objections to voting on the slate of candidates as a group rather than individually; there were no objections.

***MOTION NO. 2834** Charles McGehee moved and Erlice Killorn seconded a motion to approve the membership of the 1992-93 Faculty Senate Executive Committee as follows:

CHAIR:	Barney Erickson, Math
VICE CHAIR:	Alan Taylor, Communication
SECRETARY:	Erlice Killorn, HPER
AT-LARGE:	Don Ringe, Geology
AT-LARGE:	Jim Ponzetti, Home Economics

Motion passed unanimously.

-Chair McGehee reported that a question has been raised regarding the "Communications" item that appears on each Senate agenda. He explained that the Senate has dealt with "Communications" in different ways throughout its history, from reading all correspondence aloud at each meeting in past years to the current practice of printing an abbreviated summary on the agenda. The Chair reminded the Senate that all items noted under "Communications" are public record and are available for review in the Senate office or directly before or after the Senate meeting. The Chair announced that the current procedure can be changed at any time according to the wishes of the Senate, and he plans to add "procedure for handling correspondence" to the Operating Procedures of the Senate that are approved each Fall quarter.

-Chair McGehee noted that President Ivory Nelson plans to meet with all faculty on Tuesday, March 31, 1992 in Hertz Hall; he will meet with Westside faculty on April 20, 1992 at 4:00 p.m. Meeting details will be distributed by the President's office.

2.

CURRICULUM COMMITTEE

***MOTION NO. 2835** Calvin Willberg moved approval of University Curriculum Committee pages 1156-1157 with the following change:

-UCC Pages 1156-57, ASIA/PACIFIC STUDIES MINOR, Program Change, line 8 - page 1157: change spelling of word from "augumented" to "augmented."
Motion passed.

2. CURRICULUM COMMITTEE, continued

UCC Page
1156-57
1157

Asia/Pacific Studies Minor
PEID 139

Program Change
Course Addition

* * * * *

***MOTION NO. 2836** Calvin Willberg moved deletion of the following wording from the 1991-93 University Catalog (page 232, General Master's Degree Regulations - "Credits from Extension, Workshops, and Correspondence"): "A maximum of 9 credits earned through continuing education from the office of extended university programs may be applied toward a master's degree but will not apply in satisfying residency requirements." [Policy change effective immediately]

RATIONALE: The Graduate Council passed this motion on January 30, 1992, and it was referred to the Senate Curriculum Committee. The restriction of the number of credits has provided difficulties to off-campus masters students. The same courses are offered by Continuing Education and by regular load, but the restriction is that off-campus students are limited in the number of hours that may be taken in Continuing Education. Gerald Stacy, Dean of Graduate Studies, has been regularly making exceptions to this restriction. The original reason for the restriction of credits was to insure quality of the curriculum content, as most off-campus classes are taught by adjuncts. However, Dean Stacy feels this is a matter of selecting quality adjunct professors rather than a problem for the students.

The Education and Geography/Land Studies Departments have expressed concerns regarding deletion of this regulation.

Motion passed by Senate Curriculum Committee: 3 in favor, 2 against, 0 abstentions.

Chair McGehee announced that Dean Stacy and Stamford "Skip" Smith (Biology), Chair of the Graduate Council, were in attendance at the Senate meeting to answer any questions and address concerns regarding the motion.

Dean Stacy reported that the Continuing Education credit limitation for graduate students appears in the university catalog as early as 1951. In 1988, former Dean of Graduate Studies Dale Comstock noted that "Special Topics - 598" courses had proliferated to form a "shadow curriculum" of over 1000 offerings. To help alleviate this problem, the classification of "Professional Development - 500" courses was introduced in 1988 to be used primarily as in-service training for practicing teachers or other professionals, and while these courses appear on CWU transcripts as "credit" courses, Dean Stacy emphasized that they are not applicable to degrees or certificates. Extended University Programs Director Jean Rodgers distributed detailed information on "500" courses.

Dean Stacy commented that, particularly since "load courses" are designated as "continuing education" courses during some quarters, it has become increasingly impossible for him to deny requests for exceptions to the current policy. When questioned regarding what safeguards are in place to assure that graduate students have regular contact with permanent, qualified faculty rather than only with adjunct faculty, Dean Stacy stated that a recent policy change now requires that he individually review and approve adjunct instructors for quality assurance.

It was pointed out that, if the regulation were changed, a student could theoretically obtain a graduate degree without ever seeing a regular CWU faculty member; Chair McGehee stated that, although unlikely, this is currently the case with the undergraduate degree programs. Dean Stacy added that all off-campus graduate level courses are taught by regular faculty members, and there is every intent to maintain close contact between graduate students and regular faculty.

Anne Denman, Associate Dean of the College of Letters, Arts and Sciences, commented that there is a common misconception that "500" level courses are similar to workshops and do not require the amount of preparation, time, energy or involvement as "598" level classes. Dean Stacy added that Tim Young (Education), Graduate Council, has suggested that the Graduate Council reexamine the continuing proliferation of "500" level courses.

The question was called for and a vote was immediately taken on MOTION NO. 2836. Motion passed unanimously.

3. COUNCIL OF FACULTY REPRESENTATIVES (CFR)

CFR member Ken Gamon, Math, reported that Jackie Johnson (HECB Senior Policy Associate, Financial Affairs) and Kathy Raudenbush (HECB Policy Associate, Financial Affairs) updated the CFR on the Higher Education Coordinating (HEC) Board's Faculty Salary Study. The study is the result of legislation specified in the Appropriations Act of 1991; Ms. Johnson and Ms. Raudenbush visited all campuses during Fall 1991 and plan on 1-2 additional visits before the study is completed. Ms. Johnson reported that in the past such studies have focused on comparisons between Washington institutions and other states or other "benchmark" groupings. This is the first time there has been an instate (internal) look at higher education faculty compensation. Ken Gamon noted that the CFR feels several areas of the study are unclear, as it indicates that instructors with terminal degrees teaching in higher education earn salaries equivalent to those of K-12 instructors with terminal degrees plus 15 years of experience. The CFR is concerned that a small number of "superstar" instructors with terminal degrees have inflated the average salary for higher education faculty. Discussion of the salary study also centered on the "incremental" salary increases received by state employees and K-12 level teachers, as opposed to the "non-incremental" nature of increases funded for higher education faculty.

Les Purce, Interim President of The Evergreen State College, addressed the CFR on March 6, 1992. He stated that the vast amount of time devoted in 1991-92 to dealing with imminent budget cuts in higher education has effectively sapped energy that could have been used more constructively. Dr. Purce said that Washington students are being put in a position of "paying now" (with raised tuition) or "paying later" (as taxpayers in a state-funded public education system) to receive higher education services.

A report on the percentage of foreign students in the state's graduate level programs indicates relatively low numbers, with the University of Washington listing only 17% of its graduate teaching assistants as foreign.

CFR affirmed its support for the right to collective bargaining of higher education faculty.

It also indicated it would support an across-the-board faculty salary increase next year if the amount granted is 3% or less. Although this recommendation received unanimous support from the CFR members attending the meeting, representatives from the University of Washington and Washington State University abstained from voting on the issue since their constituencies were not 100% in agreement.

SHB 1409, eliminating mandatory retirement at age 70 for higher education faculty, is not anticipated to pass the House. Ken Gamon pointed out that federal legislation will eliminate mandatory retirement within the next year.

The HEC Board has adopted a series of five "Critical Challenges" on which to focus its efforts to update the Master Plan for Higher Education: 1) ACCESS/EQUITY: How can educational opportunity be provided so that no qualified individual is denied access due to financial need or discouraged from participation by cultural or other barriers? 2) ACCESS/SOCIETAL BENEFIT: How can increased access to higher education contribute more directly to the achievement of the state's social and economic objectives? 3) UNDERGRADUATE EXCELLENCE: How can quality of education programs offered by the two-year and four-year colleges and universities be improved, with emphasis on promoting excellence in undergraduate teaching and learning? 4) PARTNERSHIPS: How can higher education join with other educational sectors to ensure that more citizens are prepared for productive and satisfying lives when they complete education at any level? 5) FUNDING: How can Washington establish a funding basis that is adequate to support public higher education, with emphasis on long-term stability, efficient and accountable management, and achievement of clearly articulated goals? The HECB asks for faculty participation in answering these questions [timeline and further information available from the Faculty Senate office on request].

4. PRESIDENT

Interim President James Pappas reported the death of Board of Trustees member Sterling Munro. His funeral will be held on Monday, March 16, 1992. Chair McGehee added that Mr. Munro will be sorely missed, and the Senate Chair has written a letter of condolence to Mrs. Gene Munro on behalf of Central's faculty.

President Pappas recently attended two accreditation exit interviews: 1) Music Department by National Accredited Schools of Music (NASM) and 2) Industrial & Engineering Technology Department/Construction Management Major by American Council for Construction Education. The President reported that, although the results of the reviews are unknown, the reviewers in both cases awarded accolades to the faculty who

4. PRESIDENT, continued

participated in the accreditation visits.

President Pappas reported that on the evening of March 12 a buffet dinner will be held between ten department chairs and the Board of Trustees in the President's Reception area. The purpose of the meeting is to improve dialogue between faculty and Trustees.

A committee has begun meeting to plan Dr. Ivory Nelson's October Presidential inauguration. Ideas or concerns about the inauguration should be submitted to Jim Pappas (Admissions & Records), Jim Hawkins (Theatre Arts), Corwin King (Communication) or Barbara Radke (University Relations).

A University Faculty Meeting on Minority Participation, Diversity, and Multiculturalism in the Curriculum was held on Monday, March 9, 1992 in Hertz Hall. The discussion was well attended, and the President especially noted the contributions of Patsy Callaghan (English), Clay Denman (Anthropology), Bobby Cummings (English), and Gregory Chan (Education) as well as coordinator Connie Roberts (Dean of Undergraduate Studies) and the members of the Diversity Action Plan Committee [Charles McGehee, Nancy Howard, Phil Tolin, Rosie Zwanziger, Keith Champagne, Bobby Cummings, Jim Pappas, Connie Roberts-CHAIR].

5. ASSESSMENT

Bonnie Nelson, Acting Director of Assessment & Evaluation/Institutional Research, reported that assessment has been an active agenda item of the Higher Education Coordinating (HEC) Board. In Summer 1989 the HEC Board, as a result of a research study that disinclined it to use a standardized test as a measurement vehicle for all Washington schools, resolved to allow each school, depending upon its mission and role, to have the opportunity to establish its own assessment program. Each of these programs would have five components: collection of entry/baseline data; collection of intermediate assessment in writing/quantitative/other specific skills; end-of-program assessment; assessment of alumni and employer satisfaction; and periodic program review.

Each school was required to submit a plan of action to the HEC Board in Fall 1989 and begin implementation of its assessment program. Ms. Nelson pointed out that at that time Greg Trujillo (currently Interim Vice President for Student Affairs) was Associate Provost for Institutional Research and Assessment. The assessment plan, influenced by faculty and administrators, was developed during Summer 1989. It initially expanded entry-level assessment of high school graduates/incoming Freshmen by Computerized Placement Tests [Reading Comprehension, Sentence Skills, Arithmetic, and Elementary Algebra] and Freshman essay assessment for basic English and Math placement. The plan next stated that Central would begin collection of intermediate assessment data by a re-test, beginning in Fall 1992, of students who had completed 90 credits. Ms. Nelson reported that she has reached a tentative agreement with the English Department to utilize Junior-level writing courses (ENG 301 or writing-intensive substitution) for intermediate writing assessment.

She explained that the nature of end-of-program assessment is determined by departments, and in Fall 1990 the Assessment Office held a workshop with a consultant to help departments determine their individual needs. Department plans are progressing and some are being implemented. The Construction Management Major/IET is implementing its end-of-program assessment this week, and the Music Department has begun its plan.

Central has a history of periodic program review, but this concept may be elaborated to include assessment of student outcomes as a result of recent HEC Board guidelines. Assessment has also become a component in the Northwest regional accreditation guidelines, and it is required by the National Council for the Accreditation of Teacher Education (NCATE). Ms. Nelson emphasized that the philosophy of assessment is here to stay, and faculty now have an opportunity to create plans that will work for them. She added that, although the Assessment Office will help formulate appropriate plans, it is ultimately the responsibility of the departments to define desirable program outcomes and determine how they should be assessed. Having an active assessment plan in place will be construed as an act of good faith by the HEC Board, but the nature of assessment plans is that they will be modified and refined as program strengths and weaknesses come to light.

In response to questions, Ms. Nelson responded that end-of-program assessment was planned to begin at Central in Fall 1991, with full implementation by Winter or Spring 1992. All departments should be fully involved in end-of-program assessment by 1993. Monetary provision for assessment is included in the guidelines for the 1993-95 budget request. End-of-program assessment is very flexible and open to

5. ASSESSMENT, continued

interpretation right now, and it ranges in complexity from a simple exit interview with the department chair to portfolio assessment over a two year period to a seminar/course that examines program innovation. Ms. Nelson stated that last year substantial funds were set aside in the form of grants for departments to work on assessment pilot studies; although some departments requested and received grants to purchase equipment to support faculty planning workshops and to develop procedures and instruments, much of the money was neither applied for nor utilized.

Ms. Nelson explained that although she used the terms "end-of-major" and "end-of-program" interchangeably in her report, the HEC Board is interested in end-of-program assessment, with an important component being post-graduation follow-up and employer satisfaction. For example, a student in Math Education, with a Math major but also in the Teacher Education Program, should be assessed in two areas to evaluate both subject matter content/knowledge base/proficiency as well as instructional technique.

Chair McGehee stated that there has been some confusion in past years about the difference between assessing the student and assessing the program. Ms. Nelson replied that, although reviewing a program requires assessing its students, the HEC Board resolution does not create a barrier to graduation as a result of end-of-program assessment of the student. The HEC Board is looking for a total picture of the program rather than simply for transcripts that indicate a student can achieve a certain grade. The HEC Board wants evidence that students can write, reason and perform. When asked about the relationship between program assessment and resource allocation, she stated that all new programs and enhancement packages must have an assessment plan in place as well as a way of reporting assessment results and a method for implementing program changes as a result of assessment. She added that assessment coordinators have made it clear to the HEC Board that they do not support inter-institutional or program comparisons based on assessment information because each institution and program has a unique mission and goal that should be able to stand on its own merits.

6. FACULTY LEGISLATIVE REPRESENTATIVE (FLR)

Faculty Legislative Representative Don Cocheba, Economics, reported that an initial legislative press conference today indicates that the revised biennial budget will 1) retain a 3% faculty salary increase due January 1, 1993, 2) reduce tuition waivers by 13% from their current rate of 27% (affecting mostly the University of Washington and Washington State University), 3) add an estimated 4-6% to enrollment lids, 4) eliminate further student tuition increases, and 5) retain higher education budget reductions for the 1991-93 biennium at 2.5%. The final, written form of the budget should be published today or tomorrow.

SB 6227, a bill that would have removed the current requirement to spend 1/2 of 1% of capital construction money through an Arts Commission approval process, was defeated in committee. HB 2937, changing regulations regarding fire protection for campuses, was approved; Dr. Cocheba pointed out that C.W.U. has been negotiating with the city of Ellensburg for a number of years over this issue, and the case is currently in court. The bill will cost Central about \$400,000 per year, and though the university supports reimbursement of the city, it feels that the state should cover the cost rather than recognizing it as an unfunded requirement and subtracting it from Central's budget.

Central did not receive funding for any of its supplemental budget requests: 1) operating expenses for the Primate Institute (although capital funding was approved), 2) support for involvement in the Washington Higher Education Television System (WHETS), and 3) support for the Flight Technology Program.

HB 2293, supported by the Certified Public Accountant (CPA) association, would have required individuals taking a CPA exam to have at least 225 quarter hours (in effect, a 5th year) of college before taking the exam. Since this bill potentially affects student access and costs adversely, and a professional organization is suggesting legislation that would control curriculum, Central opposed the bill. It passed out of committee but was amended to delete the credit requirement. In response to questions concerning HB 2293, Dr. Cocheba replied that 18 states have passed similar legislation. It was noted that the extra year of study originally required by the bill would not be limited to business studies and could include a wide variety of courses. It is expected that the failed component of the bill will be re-introduced next year.

In response to a question concerning whether military dependents would be included in the reduction in tuition waivers, Dr. Cocheba stated that this legislation

6. FACULTY LEGISLATIVE REPRESENTATIVE (FLR), continued

would make all waivers permissive (rather than mandatory) and give the power to grant waivers to the local governing board. Thus, Central's Board of Trustees will have the authority to grant or revoke any type of tuition waiver. He added that current laws may mandate waivers for some categories of students.

In response to a question concerning the wording of the salary bill, Dr. Cocheba stated that the intent seems to be to include "exempt" (administrative) personnel and department chairs in the 3% salary increase.

In response to a question regarding tuition increases, Dr. Cocheba replied that a 5% tuition increase previously approved for Fall 1992 remains in effect.

7. ACADEMIC AFFAIRS COMMITTEE

None

8. BUDGET COMMITTEE

None

9. CODE COMMITTEE

None

10. PERSONNEL COMMITTEE

None

OLD BUSINESSFACULTY SENATE PUBLIC AFFAIRS COMMITTEE

*MOTION NO. 2837 Charles McGehee moved and Erlice Killorn seconded a motion to recommend to the Senate Code Committee that a Faculty Senate Public Affairs Committee be added to the standing committees of the Faculty Senate, as follows: [This Senate Bylaws change would take effect AFTER appropriate modification of the Faculty Code.]

FACULTY SENATE BYLAWS: IV.B.1., "Membership:"

There shall be ~~five (5)~~ six (6) standing committees of the Faculty Senate, as described in Section 3.25 of the Faculty Code: the Faculty Senate Code Committee, the Faculty Senate Budget Committee, the Faculty Senate Curriculum Committee, the Faculty Senate Academic Affairs Committee, and the Faculty Senate Personnel Committee and the Faculty Senate Public Affairs Committee. ...

FACULTY SENATE BYLAWS: IV.B.3.f. [new section]

The Faculty Senate Public Affairs Committee shall be concerned with matters relating to developing and expressing faculty positions for presentation by authorized university representatives before the State Legislature, Congress and other legislative bodies, as well as other bodies, public and private, which affect faculty interests and welfare. It shall advise the Faculty Legislative Representative (FLR), ascertain and articulate faculty positions on issues, act as liaison with the Director of Legislative Relations, and do other such similar things as may be requested by or approved by the Senate Executive Committee.

Sections IV.B.1. and 2. notwithstanding, the membership of the Public Affairs Committee will be the Vice-Chair of the Faculty Senate, the Faculty Legislative Representative (FLR), two members of the Council of Faculty Representatives (CFR), and one additional faculty member. The Vice-Chair of the Faculty Senate shall chair the committee.

Motion passed unanimously.

NEW BUSINESS

None

ADJOURNMENT

Meeting was adjourned at 4:35 p.m.

* * * * * NEXT REGULAR FACULTY SENATE MEETING: April 8, 1992 * * * * *

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, March 11, 1992
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - February 26, 1992
- IV. COMMUNICATIONS
 - 1/27/92 letter from Provost Don Schliesman re. Faculty Code terms "appointment" and "assignment." Referred to Code Committee.
 - 2/23/92 memo from Nancy Jurenka, Education, re. faculty committee for cultural events, arts and entertainment. Referred to Executive Committee.
 - 2/24/92 memo from Jim Haskett, Information Resources, re. faculty appointment to committee to create policy on electronic messaging. Referred to Executive Committee.
 - 2/26/92 letter from Stamford Smith, Chair of the Graduate Council, re. role of Faculty Senate in regulation and policy changes. Referred to Executive Committee.
- V. REPORTS
 - 1. CHAIR
 - MOTION: Election of 1992-93 Senate Executive Committee
 - CHAIR: Barney Erickson, Math
 - VICE CHAIR: Alan Taylor, Communication
 - SECRETARY: Erlice Killorn, HPER
 - AT-LARGE: Don Ringe, Geology
 - AT-LARGE: Jim Ponzetti, Home Economics
 - 2. PRESIDENT
 - 3. ASSESSMENT - Bonnie Nelson, Acting Director of Assessment and Evaluation
 - 4. COUNCIL OF FACULTY REPRESENTATIVES (CFR) - Erlice Killorn
 - 5. FACULTY LEGISLATIVE REPRESENTATIVE (FLR) - Don Cocheba
 - 6. ACADEMIC AFFAIRS COMMITTEE
 - 7. BUDGET COMMITTEE
 - 8. CODE COMMITTEE
 - NOTE: Faculty Code Hearing: 3:00-5:00pm, April 22, 1992, Bouillon 143 - Board of Trustees Meeting Room
 - 9. CURRICULUM COMMITTEE
 - UCC Pages 1156-57 (one correction - attached)
 - MOTION: Graduate Council motion (attached)
 - 10. PERSONNEL COMMITTEE
- VI. OLD BUSINESS
 - MOTION: Proposed Faculty Senate Bylaws change (attached) - FACULTY SENATE PUBLIC AFFAIRS COMMITTEE
- VII. NEW BUSINESS
- VIII. ADJOURNMENT
 - *** NEXT REGULAR FACULTY SENATE MEETING: April 8, 1992 ***

CURRICULUM COMMITTEE

- I. UCC Pages 1156-57, ASIA/PACIFIC STUDIES MINOR, Program Change, line 8 - page 1157:
change spelling of word from "augumented" to "augmented."
- II. On January 30, 1992, the Graduate Council passed a motion recommending deletion of the regulation listed on page 232, GENERAL MASTER'S DEGREE REQUIREMENTS - "Credits from Extension, Workshops, and Correspondence," of the 1991-93 University Catalog:

MOTION: Delete the following wording from the 1991-93 University Catalog (page 232, General Master's Degree Regulations): "A maximum of 9 credits earned through continuing education from the office of extended university programs may be applied toward a master's degree but will not apply in satisfying residency requirements."

RATIONALE: The restriction of the number of credits has provided difficulties to off-campus masters students. The same courses are offered by Continuing Education and by regular load, but the restriction is that off-campus students are limited in the number of hours that may be taken in Continuing Education. The Dean of Graduate Studies has been regularly making exception to this restriction but has not made any statement on the restriction itself. The original reason for the restriction of credits was to insure quality of the curriculum content as most off-campus classes are taught by adjuncts. However, Dean Gerry Stacy feels this is a matter of selecting quality adjunct professors rather than a problem for the students.

The Education and Geography/Land Studies Departments have expressed concerns regarding deletion of this regulation. Issues on this matter range from on-campus teaching loads to quality of programs to less curriculum control.

Motion passed by Senate Curriculum Committee: 3 in favor, 2 against, 0 abstentions.

* * * * *

OLD BUSINESS

[NOTE: The following motion would not produce a change in the Faculty Senate Bylaws. Since this change would necessitate a corresponding change in the Faculty Code, the motion simply makes a recommendation to the Code Committee.]

MOTION: The Faculty Senate recommends to the Senate Code Committee that a Faculty Senate Public Affairs Committee be added to the standing committees of the Faculty Senate. This Bylaws change would take effect AFTER appropriate modification of the Faculty Code.

FACULTY SENATE BYLAWS: IV.B.1., "Membership:"

There shall be ~~five (5)~~ six (6) standing committees of the Faculty Senate, as described in Section 3.25 of the Faculty Code: the Faculty Senate Code Committee, the Faculty Senate Budget Committee, the Faculty Senate Curriculum Committee, the Faculty Senate Academic Affairs Committee, and the Faculty Senate Personnel Committee and the Faculty Senate Public Affairs Committee. ...

FACULTY SENATE BYLAWS: IV.B.3.f. [new section]

The Faculty Senate Public Affairs Committee shall be concerned with matters relating to developing and expressing faculty positions for presentation by authorized university representatives before the State Legislature, Congress and other legislative bodies, as well as other bodies, public and private, which affect faculty interests and welfare. It shall advise the Faculty Legislative Representative (FLR), ascertain and articulate faculty positions on issues, act as liaison with the Director of Legislative Relations, and do other such similar things as may be requested by or approved by the Senate Executive Committee.

Sections IV.B.1. and 2. notwithstanding, the membership of the Public Affairs Committee will be the Vice-Chair of the Faculty Senate, the Faculty Legislative Representative (FLR), two members of the Council of Faculty Representatives (CFR), and one additional faculty member. The Vice-Chair of the Faculty Senate shall chair the committee.

ROLL CALL 1991-92

☒ Bruce BAGAMERY
☒ Jim BILYEU
☐ Andrea BOWMAN
☐ Peter BURKHOLDER
☒ David CARNS
☐ John CLARK
☒ Annie CORNELIOUS
☒ Ken CORY
☒ Lin DOUGLAS
☐ Clint DUNCAN
☒ Barney ERICKSON
☒ Ed GOLDEN
☒ Ken HAMMOND
☒ John HERUM
☒ Erlice KILLORN
☐ Steve KIMBALL
☒ Charles MCGEHEE
☐ Jack MCPHERSON
☐ Deborah MEDLAR
☐ Vince NETHERY
☒ Patrick OWENS
☒ James PAPPAS
☒ Rob PERKINS
☐ John PICKETT
☐ Jim PONZETTI
☒ Owen PRATZ
☒ Don RINGE
☒ Eric ROTH
☒ Chip SIMMONS
☐ Donna SLOMIAN
☐ Stephen SMITH
☒ Stephanie STEIN
☒ Alan TAYLOR
☒ Thomas THELEN
☒ Calvin WILLBERG
☐ Rex WIRTH
☒ Thomas YEH
☐ Roger YU
☒ Mark ZETTERBERG

FACULTY SENATE MEETING: March 11, 1992

☐ Hugh SPALL
☐ Dieter ROMBOY
☐ Randy WALLACE
☒ John UTZINGER
☐ Walt KAMINSKI
☒ Terry MARTIN

☐ Margaret SAHLSTRAND
☐ Daniel FENNERTY
☐ Walt EMKEN
☒ Ken GAMON
☐ Connie NOTT
☐ Morris UEBELACKER
☐ Steve OLSON
☐ Patricia MAGUIRE

☐ Charles HAWKINS
☐ Candace SCHULHAUSER
☐ Gary HEESACKER
☐ Stephen JEFFERIES

☐ Don SCHLIESMAN
☐ Wayne KLEMIN
☐ Andrew SPENCER
☐ Ethan BERGMAN
☐ Jim GREEN
☐ Robert BENTLEY
☐ Geoffrey BOERS

☐ Bob CARBAUGH
☐ Stephen SCHEPMAN
☐ Robert GARRETT
☐ John CARR
☐ Barry DONAHUE
☐ Robert JACOBS
☐ Jerry HOGAN
☐ Will SPERRY
☐ Philip SIGNORELLI

March 11, 1992

38 (20 for quorum)

March 11, 1992

Date

VISITOR SIGN-IN SHEET

Joanne C. Nelson

Ken Gammon

Paul Rodgers

Cliff Smith

Gerald Strong

~~Cherie Roberts~~

BARBARA RADKE

ANNE DENMAN

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.

Feb. 28, 1992

To: Campus Community

From: Phil Backlund, Director of Legislative Relations

Re: Legislative Update

This year's legislative session is rapidly moving to a close. Only two weeks left and everyone seems to think they will be done by the final day of March 13, 1992. Here is the latest information.

1. We were concerned over a proposed bill to change the process of acquiring art for the campus as part of the capital construction. This bill was defeated in committee and is dead for the session.
2. A bill (HB 2293) supported by the CPA association requires individuals taking the CPA exam to have at least 225 quarter hours of college before taking the exam. We have taken a position against this bill, as it will have an impact on access, costs, and on students. We are also bothered by the fact that an outside body is suggesting legislation that will control curriculum. The bill passed out of committee on Friday but was amended to delete the credit requirement. A small victory.
3. A bill that would have required public disclosure of virtually all meetings of state groups has been modified into a study of effectiveness of current regulations on open meetings.
4. A bill we were highly concerned with (HB 2814) regarding the Department of Information Services has been amended to perhaps be even better than current law. It will exempt academic, research, and campus video from control by DIS. It will probably pass in its modified form.
5. HB 2937 is a bill that would change regulations regarding fire protection for campuses. CWU has been negotiating with the city of Ellensburg for a number of years over this issue, and the case is currently in court. This bill would cost us about \$400,000 per year to be paid to the city of Ellensburg. While we have no problem with the city being reimbursed, we feel the state should cover the cost rather than pull it out of our already lean budget.
6. As a general comment, higher education (specifically the Council of President's Office) has been instrumental in getting some negative bills changed or killed. Many state agencies will not testify against bills that negatively effect them as they feel they do not have the autonomy to do so. In that sense, higher education has more freedom to speak out and has done so this session with positive results.
7. The original bill that would put students on governing boards died, though it is possible that it will come back as a floor bill or amendment.

8. Three other bills related to the business side of the University have either died or are heavily modified. The bill on commercial activity of state agencies died. A bill on government accountability looks like it will die, or pass in a less onerous format. A call for a study on university enterprise funds (residence halls, conference centers, bookstores, etc.) has died for this session.

9. Budget talks are moving along quickly, and the budget conference committee expects to have the budget out by Thursday of this week. Everyone still thinks the legislature will finish on time, next Friday, the 13th.

10. Representative Jacobsen's bill on financial aid looks like it will not pass this session, though parts of it probably will be in the budget.

That's it for now. Next report will be after the session is over and will wrap up results of this legislative session.

Central
Washington
University



Office of University Relations and Development

208D Bouillon
Ellensburg, Washington 98926

(509) 963-1491

March 16, 1992

To: Executive Group

From: Phil Backlund, Former Director of Legislative Relations

Re: The 1992 Legislative Session

The 1992 Legislative Session has come and gone. Following are some end-of-session summary comments, personal reflections, and suggestions for the future.

1. Overall, it was a decent session for higher education and for Central. Higher education's cut in the budget was kept to 2.5% when other state agencies received more than that. I think the legislature is serious about supporting higher education and we need to continue to add to that support. As I said in an earlier note, there were many bills that could have been quite negative for higher education if it had not been for the efforts of Mike Stewart of COP. I think the higher education community has a stronger reputation in Olympia now than it had when the session began.

Not all was positive. The fire protection bill was one that will certainly negatively effect us, though we have some possible options for getting it covered. We did not receive any funding for our three supplemental requests. I believe that the primary reason was that there was so little money available that virtually no higher education requests were granted. On the other hand, I cannot deny that we could have pursued them more aggressively if we had clearer and more timely decisions on how to handle the priorities.

2. One of the fundamental strategies we have been following is the development of friends in Olympia. This session was quite successful in that regard. We have more friends among the staff, more friends in other schools, and more friends in the Legislature. I would like to make a point regarding our relationships with the other schools and, in particular, the other ICLO members and the COP staff. In the past two years COP and ICLO have received a number of negative comments from individuals on this campus. It has been said that COP and Terry Teale "carried water" for the University of Washington, that Bob Edie (lobbyist for the University of Washington) could not be trusted under any circumstances, and that Ken Jacobsen (Chair of the House Higher Education Committee) was in the back pocket of UW. It was my experience this session that none of these were true. Terry Teale works hard at bringing together six different schools. She clearly has the best interest of all of higher education as her top priority and does an excellent job representing the collective schools. She is not always successful, but she and COP should be valued and we should make a point of working with COP in a cooperative manner.

Bob Edie represents the University of Washington extremely well. That is his job. At the same time, he indirectly represents higher education. He, Sherry Burkey (also from UW), and Larry Ganders (WSU) catch a lot of potentially negative legislation that the regional representatives don't have the expertise or time to catch. These individuals help us out a great deal and we should continue efforts to work with them.

Ken Jacobsen proved this session that he supports no one's agenda but his own. He criticized the UW many times.

My point in making these observations is that the COP staff and the ICLO members are people who deserve a measure of trust and respect--not naive trust, but informed trust.

If we can continue this, we can promote a solid partnership for higher education in the state. This will do much to loosen our image as a "lone wolf" school.

3. If we look to the future, we should consider a minimum of three things.

a. The higher education community, particularly the six four year schools, do not have a clear agenda. The six schools should get together and plan agenda items and issues for the legislature to deal with. Staff from the higher education committees would welcome suggestions. As one staffer put it, "Right now we just pull things out of the air. We need your input." If we had a plan, even just for our University, we could be far more proactive than reactive.

b. As a school, we should get our legislative agenda together as soon as we can. This should be finished no later than the beginning of the Fall quarter. The sooner we can decide on our priorities, the sooner we can develop a strategy to push them.

c. We need to take a close look at our role in teacher preparation statewide. The legislature just passed a significant school reform bill that will have a major impact on the state's educational system. The Governor's Task Force on Educational Reform will be bringing their recommendations to the legislature next session. There are not many areas where Central can have an immediate impact statewide, nor many areas where we have an opportunity to truly become a state leader. This is one of those areas. We should have a clear idea of what we want our role to be.

I would be more than happy to talk at greater length about these issues or others related to our presence in Olympia. I have enjoyed my time as Director of Legislative Relations. I have appreciated working with each of you and I hope that I have been of some service to the University.

**Central
Washington
University**



Office of the Provost and
Vice President for Academic Affairs

208A Bouillon
Ellensburg, Washington 98926

(509) 963-1400

January 27, 1992

RECEIVED

JAN 30 1992

CWU FACULTY SENATE

Dr. Charles L. McGehee, Chair
Faculty Senate
Campus

Dear Dr. McGehee:

You may be aware that questions have been raised recently about the use of the terms "appointment" and "assignment" when employing faculty. It appears the *Faculty Code* uses the two words interchangeably, which tends to lead to confusion. Therefore, I am requesting that the Code Committee be asked to address the question of possible confusion and prepare clarifying language.

Thank you for your cooperation.

Sincerely,

Donald M. Schliesman
Interim Provost and Vice President
for Academic Affairs

2A

To: Charles M. Lee

From: Nancy Juonka

RECEIVED

JAN 23 1992

CWU FACULTY SENATE

I noticed that there
does not appear to be a
Faculty Committee for, Cultural Events,
Arts and Entertainment.

I also noticed that lively line
entertainment and speakers are at
a premium in this locale.

What Committee has charge
of such events?

SUB
Faculty Development
and more

(26)

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

January 15, 1992

Faculty
Central Washington University
Campus

Dear Colleague:

Please examine the attached list of committee vacancies, and indicate on the back of this sheet your ordered preference (first, second and third choice) for 1992-93 committee assignments. Also remember to indicate your willingness to serve on Senate Standing Committees and the Council of Faculty Representatives. Your preferences will be recorded in the Faculty Senate Office for use in filling initial vacancies as well as for vacancies occurring throughout the year. You will be assigned to the committee of your choice whenever possible. Note the set meeting times for the General Education Committee, the Undergraduate Council and the University Curriculum Committee; please do not volunteer to serve on these committees unless you are free to meet at these times.

For your information, a 1992-93 University Committee List showing committee descriptions and ongoing membership has been placed in each department office.

The Senate Executive Committee will make recommendations for appointments to the Provost and Vice President for Academic Affairs, and letters of confirmation on committee assignments will be mailed to you by the close of Spring quarter 1992. This will allow you to plan your time appropriately during the next academic year and will permit the committees to get started on their work at the beginning of Fall quarter 1992.

Last year's response to this request was excellent, and we hope to do as well this year, so please fill out and send this form to the Faculty Senate Office by:

JANUARY 27, 1992

Thank you for your participation.

Cordially,

Charles McGehee, Chair
Faculty Senate

(UCL\PREF.92)

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

February 27, 1992

Nancy Jurenka
Education
Central Washington University
Campus

Dear Nancy:

Your note dated January 23, 1992 on the back of the memo concerning committee vacancies got lost in the shuffle. I'm sorry for the delay.

To refresh your memory, you were concerned to know if there is a faculty committee for Cultural Events, Arts, and Entertainment. You also noted that lively live entertainment and speakers are at a premium in this locale and wanted to know what committee has charge of such events.

Yes, there is a dearth of such events in these parts, and no, there is no faculty committee responsible for such. Such planning is haphazard at best. The SUB arranges most of the campus-wide cultural events of an entertainment nature, including some speakers. The Faculty Development Committee may arrange speakers occasionally, but mostly in the form of workshops on instruction and research related topics. Otherwise, things get organized on an ad hoc basis. Individuals and departments know someone or get an idea, do some calling, scrape together some money, and make it happen. It's that old entrepreneurialship we've heard so much about.

Any ideas?

Sincerely,

Charles McGehee, Chair
Faculty Senate

CM:sft (DOCUMENT\JURENKA.LET)

Information Resources MEMO

To: Vice President Courtney Jones, Vice President Greg Trujillo, Professor Charles McGehee, Eric Peter

From: Jim Haskett

Date: February 24, 1992

Subj.: **Creation of University Policy on Electronic Messaging as Directed by Executive Order EO 91-10**

On December 16, the Governor issued an executive order directing all state agencies to create a policy on electronic messaging. The order addresses both electronic mail and voice mail. I am seeking people to see that a proposed policy is drafted and ask that you suggest someone to help.

The Committee's first action will be to determine how the draft should be created.

It would be most helpful if you would return a name to me by March 1.

Second Call

call in to Jacobs

*D. Anderson
W. Street
D. Kanyman
J. Dugan*

(2H)

Central
Washington
University



Office of Graduate Studies
and Research
Bouillon 207C
Ellensburg, Washington 98926
(509) 963-3101
SCAN 453-3101

RECEIVED

FEB 25 1992

CWU FACULTY SENATE

MEMORANDUM

To: Charles McGehee, Chair
Faculty Senate

From: Stamford Smith, Chair
Graduate Council

Date: February 24, 1992

Re: Graduate Degree Regulation Change

The Graduate Council has reviewed your 2/5/92 memo to the Faculty Senate Curriculum Committee asking for a recommendation on the dropping of the nine hour limitation on Continuing Education courses in graduate degree programs. While we thank you for your interest in this, the Council voted unanimously to go on record pointing out that since the change we made was a simple regulation change, we see no need for Curriculum Committee review of it.

The Graduate Council understands and appreciates that the Senate Curriculum Committee must review any curriculum matter which the Senate Executive Committee deems appropriate. However, we are concerned about the inappropriate expenditure of faculty time and needless bureaucracy which would result if the Curriculum Committee started reviewing every catalogue regulation change which the graduate and undergraduate councils wish to make.

Looking at the situation historically, when the nine hour regulation was first put into effect, it was enacted by the Graduate Council alone. We are in the process of reviewing the entire Graduate Studies section of the catalogue, and we no doubt will make other regulation changes which seem appropriate as we complete our review. We will, of course, notify the senate regarding any changes we make.

xc. Gerald Stacy, Dean, Graduate Studies and Research
Connie Roberts, Dean, Undergraduate Studies
Don Schliesman, Provost

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

February 26, 1992

Stamford Smith, Chair/Graduate Council
c/o Biology Department
Central Washington University
Campus

Dear Skip:

Thank you for your memo of February 24, 1992, concerning the Graduate Council's recommendation to drop the nine hour limitation on Continuing Education courses.

To clarify the matter, the issue is not one of "review[ing] any curriculum matter the Senate Executive Committee deems appropriate." It is the Faculty Code that deems the matter appropriate in that the Code specifies that

3.10 The Faculty Senate shall have the following powers and duties:

- A. to review and approve changes that the president, other administrators, departments and their chairs, and committees wish to initiate regarding educational policy, curricula, academic programs, and academic regulations and standards

It is indeed, therefore, a prime duty of the Senate to "review... every catalogue regulation change."

The "inappropriate expenditure of faculty time and needless bureaucracy" you mention may also be described as "shared governance" which is prized by many and, it is to be hoped, protected by the Code.

The Senate looks forward to your continued recommendations for regulation changes as you complete your review, especially past actions made in error. Timely action, planning, and cooperation can minimize expenditure of faculty time and facilitate shared governance.

Sincerely,

Charles McGehee, Chair
Faculty Senate

c: Gerald Stacy, Dean of Graduate Studies and Research
Connie Roberts, Dean of Undergraduate Studies
Don Schlicsman, Provost

CM:sft (DOCUMENT\GRADCOUN.MEM)

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

TO: **FACULTY SENATE CURRICULUM COMMITTEE:**
Robert Jacobs, Political Science
Morris Uebelacker, Geography
Nancy Jurenka, Education
Warren Street, Psychology
Calvin Willberg, Computer Science
Annie Cornelious, Student Activities

FROM: Charles McGehee, Chair
Faculty Senate

DATE: February 5, 1992

RE: Degree Regulation Change

Attached is a recommendation approved by the Graduate Council on January 30, 1992, which would delete the regulation listed on page 232, GENERAL MASTER'S DEGREE REGULATIONS - "Credits from Extension, Workshops, and Correspondence," of the 1991-93 University Catalog, as follows:

"A maximum of 9 credits earned through continuing education from the office of extended university programs may be applied toward a master's degree but will not apply in satisfying residency requirements."

Please review this motion as soon as possible and advise the Senate Office of your recommendation.

c: Gerry Stacy, Dean of Graduate Studies and Research

sft (COMMITTEE\SCC8.MEM)

20

Central
Washington
University



Office of Graduate Studies
and Research
Bouillon 207C
Ellensburg, Washington 98926
(509) 963-3101
SCAN 453-3101

RECEIVED

FEB 4 1992

CMU FACULTY SENATE

RECEIVED

FEB 4 1992

SENATE

February 4, 1992

M E M O R A N D U M

To: Charles McGehee, Chair
Faculty Senate

From: Gerald Stacy, Dean
Graduate Studies and Research

Re: Degree Regulation Change

At its January 30, meeting, the Graduate Council repealed the following regulation listed on p. 232 of the catalogue: "A maximum of 9 credits earned through continuing education from the Office of extended university programs may be applied toward a master's degree but will not apply in satisfying residency requirements." The regulation will be dropped from the catalogue and will no longer be considered as the graduate office reviews proposed courses of study.

PROFESSIONAL DEVELOPMENT "500" COURSES

500 courses are professional development courses used primarily as in-service training for practicing teachers or other professionals. They may be used for advancement on a salary scale subject to the policies of each individual school district or employer.

While the courses will appear on Central Washington University transcripts as "credit" courses, they are not applicable to degrees or certificates earned at Central Washington University. Other institutions of higher education may allow these courses to be transferred and applied to their own degree or certificate programs. Also, the Washington State Office of the Superintendent of Public Instruction (SPI) may apply the courses to continuing certificates. It is the student's responsibility to contact the college, university, or the SPI through which degree or certification applicability is sought.

500 course do not fit into any undergraduate program and are intended for graduate level students, i.e., students who hold a baccalaureate degree.

The majority of Professional Development 500 courses are specially designed courses for target groups who have specific professional development needs. They are:

- * provided for placebound professionals, particularly teachers, at an in-house site, and are not open for public enrollment.
- * reviewed and approved by department chairs and Deans.
- * evaluated, both for content and instruction, to insure overall effectiveness (refer to attached evaluation form).
- * usually provided under a Credit Program Agreement with the requesting institution or organization and are, therefore, designed to meet the professional development needs of the contracting agency.



Central Washington University Continuing Education Program Evaluation



Program Course Title: _____ Date _____

Location: _____ Instructor: _____

Program	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The program had adequate, clearly identifiable goals.	4	3	2	1
2. Program met my expectations in terms of its stated goals.	4	3	2	1
3. Content was appropriate to the amount of time allowed.	4	3	2	1
4. Physical facilities were suitable for activities.	4	3	2	1
5. Written materials were of high quality and suitable for the program.	4	3	2	1

Instructor

- | | | | | |
|---|---|---|---|---|
| 6. The instructor was organized and prepared. | 4 | 3 | 2 | 1 |
| 7. The instructor had a thorough knowledge of the subject. | 4 | 3 | 2 | 1 |
| 8. The instructor used effective teaching strategies. | 4 | 3 | 2 | 1 |
| 9. There was an opportunity for interaction among participants. | 4 | 3 | 2 | 1 |
10. Strengths of this program _____
11. Suggestions for improvement _____
12. Other comments _____
- _____
- _____

February 6, 1992

1156

**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE**

**ASIAN STUDIES
PROGRAM CHANGE
AS IT APPEARS**

Asian studies is an interdepartmental set of courses dealing with the world's largest and most populous land mass, but focusing on East Asia.

The Asian studies minor provides students with an understanding of various aspects of Asia and its people. Careers in business, government, and education can be augmented by a background in Asian studies. The program may also be preparation for those wishing to pursue graduate work in various fields.

The minor consists of a minimum of 28 credits. Students must take Asian Studies 102 and at least one year (15 credits) of either Japanese or Chinese language. The remaining credits are chosen, with an advisor's approval, from the other courses listed, provided that at least two departments are represented.

Minor

Required

Credits

AST 102, Introduction to Asian Studies _____ 3

(At least one year (15 credits) of either Chinese or Japanese
language with advisor's approval _____ 15

Electives (by advisement). Select at least 10 credits from among the following:

ANTH 344, Ethnology of Asia	4
ART 455, Art of Japan	4
ART 456, History of Eastern Art	4
AST 310, Japan Today	3
ECON 310, International Economics	5
GEOG 474, Geography of China	4
GEOG 475, Geography of Asia	5
HIST 383, East Asian Civilization	5
HIST 385, Modern East Asia	5
HIST 482, Revolutionary China	3
HIST 483, Modern China	5
HIST 484, Modern Japan	5
MKT467, International Marketing	5
PHIL 445, Chinese Philosophy	5
RELS 351, Religions of Asia	5

Total 28

February 6, 1992

1157

ASIAN STUDIES CONTINUED
PROPOSED

ASIA/PACIFIC STUDIES MINOR

Asia/Pacific Studies is an interdisciplinary program focusing on a region currently undergoing a dramatic economic, political and social transformation. The program is intended to provide students with an apprehension of the region's diversity while also emphasizing the interactive nature of an overarching community of nations. Careers in international business, government service, and education all can be augmented by preparations in Asia/Pacific Studies. The program may also prove an excellent preparation for graduate study in various academic and professional fields.

MINOR

Required:

AST 102, Intro to Asian Studies	3
GEOG 475 Geography of Asia	5
or HIST 383, East Asian Civilization	

Select one of the following options with advisor approval: 25-29

1. Japanese Studies Option:
Japanese Language (151-152, 153 or Higher) 15
Select from the following: 10
ART 455 (3) Art of Japan
HIST 484 (5) Modern Japan
POSC 367 (5) Politics of Japan*
AST 310 (3) Japan Today
2. Chinese Studies Option:
Chinese Language Study (151-152, 153 or Higher) 15
Select from the following: 10
GEOG 474 (4) Geography of China
HIST 482 (3) Revolutionary China
HIST 483 (5) Modern China
PHIL 445 (5) Chinese Philosophy
POSC 368 (5) Chinese Politics*
3. Asian Studies Option:
Chinese, Japanese or another language
with Director's approval (e.g. Korean, Russian) 15
Select from at least 2 different departments: 10-14
ANTH 344 (4) Cultures of Asia
GEOG 475 (5) Geography of Asia or
HIST 385 (5) Modern East Asia
POSC 366 (5) Government and Politics of East Asia*
POSC 373 (5) International Politics of the Pacific Rim*
POSC 369 (5) Korean Politics*
RELS 351 (5) Religions of Asia

Total 33-37

PHYSICAL EDUCATION
COURSE ADDITION

PEID 139. Intermediate Karate (1). Prerequisite, PEID 138 or permission.